



Leisure Time Activities among students of University of Lucknow: A Sociological Study

DR. PRATIBHA RAJ
Associate Professor
Department of Sociology
University of Lucknow, Lucknow

1. Introduction

The World Leisure Organization believes that leisure is a unique human activity that is characterized by the pursuit of satisfaction, pleasure, discovery, and socialization. According to the organization, leisure is pro-social public policies that can help individuals achieve a happy and good life, while also promoting environmental sustainability (World Leisure Organization, 2015). Thus, Leisure activities are an important part of university life. Engaging in leisure activities can help students to relax, reduce stress, and engage in activities that they enjoy. Leisure activities can take many forms, from outdoor activities such as hiking and camping to indoor activities such as reading and playing video games. Engaging in leisure activities provides an opportunity for students to develop new skills, meet new people, and expand their social network.

The leisure activities of Dalit students differ from other students because of their social and cultural background. Dalit students often face social exclusion and discrimination, which limits their access to leisure activities. In contrast, other students have greater access to leisure activities because of their social and economic privilege. Furthermore, their cultural identity and experiences shape their leisure activities, which differ from those of other students. For example, Dalit students participate in cultural events and festivals specific to their community, which is not as common among other students. Similarly, Dalit students engage in activities that reflect their experiences of social exclusion and discrimination, such as activism and advocacy. Overall, the leisure activities of Dalit students are shaped by their social and cultural background, and provide a unique perspective on their social and cultural lives.

Leisure activities have been shown to have a positive impact on academic performance. Engaging in leisure activities can improve cognitive function, memory, and concentration. Additionally, leisure activities can improve social skills and overall well-being. However, it's important to note that not all leisure activities are created equal. Some leisure activities may be more beneficial than others. For example, engaging in physical activity has been shown to have a particularly positive impact on academic performance and overall well-being. It's also important to consider the role of technology in leisure activities. While technology can provide new opportunities for leisure activities, it can also have negative effects on academic performance and social relationships. It's important for students to find a balance between engaging in leisure activities and using technology.

The primary objectives of this study are to identify the most popular leisure activities among university students, explore the reasons for engaging in these activities, and examine the impact of leisure activities on academic performance and social skills. This research paper is beneficial for university students, teachers and policy makers. University students can use the findings of this study to identify leisure activities that can improve their well-being. Teachers can use the research findings to incorporate leisure activities into the curriculum to improve student well-being and academic performance. Policy makers can use the research findings to develop policies that support leisure activities among university students.

1.1 Global view

According to a report titled "Time per day spent on leisure activities in OECD (Organisation for Economic Cooperation and Development) countries by gender" by Statista Research Department, there is a comparison of the average amount of time spent on leisure activities by gender in OECD member countries as well as China, India, and South Africa. As of 2016, women in Norway spent an average of 355 minutes per day on leisure activities, which is higher than the average of 200 minutes per day spent by women in Portugal. From a report titled "Leisure Time" it is concluded that on an average, people aged 15 and over spend 25% of their time in leisure activities on a typical day in all countries considered here. With the exception of Norway, men spent equal or more time in leisure activities than women, indicating a "double burden" on women by combining paid and unpaid work. This gender gap in leisure time is highest in Italy, followed by Mexico and Poland, while it is zero in countries such as Canada and New Zealand. The relationship between age and leisure time in different Countries. Television viewing and radio listening are the leading types of leisure activities at home, especially in Mexico and Japan, where the share is around 50%.

1.2 Indian View

The survey on most popular hobbies and activities in India in 2023 was conducted online among 24,170 respondents of 18-54 age which revealed that traveling and reading are the top two answers among Indian consumers in this survey, followed by technology/computers, cooking baking and many more. The first Time Use Survey by the Central Statistical Organisation found that the average Indian spends 18% of their week on productive activities, while 71% is spent on learning, leisure, and personal care. The remaining 11% is spent on activities outside the production boundary, which cannot be included in national income measurement. Women work longer hours than men, with males spending 3.6 hours and females spending 34.6 hours. The difference is more pronounced in rural areas, where men spend 121.98 hours in non-SNA activities per week, while women spend 111.50 hours. In urban areas, the difference is marginal, with men spending one hour more in non-SNA activities (Leisure Time Use Is 71% In India, 2000).

1.3 Objectives of the Study

The primary objectives of this study are:

- 1.To identify the most popular leisure activities among university students.
- 2.To explore the reasons for engaging in these leisure activities.
- 3.To examine the impact of leisure activities on students' academic performance.
- 4.To analyse the influence of leisure activities on the development of students' social skills.

2. Review of Literature

Karaderi (2021) in his research study entitled "Leisure time spending tendencies of University Students: The Case of TRNC" concluded that the students after engaging in Leisure time activities were motivated, happy, relaxed and satisfied. It was also concluded that the leisure time opportunities offered by the government and local administration for students are not sufficient.

Ibrahim and Hamdard (2018) in their study aimed to investigate the activities of students during their leisure time and also compared the range of activities between male and female students. The present study concluded that Bamiyan University students do not make effective use of their leisure time and recreational activities, activities in social networks and skill building activities are sometimes done by the students. In this study, physical activities and cultural and artistic activities have been kept in the rare category. except cultural and artistic activities; All other variables were responded positively by male students in this study. And finally, the majority of students cited financial problems as a barrier to spending their leisure time well, rather than other restrictions.

Rana & Jadhav (2019) conducted a study to investigate the impact of media on Dalit Youth in Ajmer District. Although not directly focused on leisure activities, the study found that the favourite leisure

activities of the Dalit youth included playing cricket and marbles, chit- chat in groups outside the periphery of their houses, riding bikes, and roaming the streets of their villages. Additionally, the study found that these youth had access to a wide range of media.

Hayat & Ashiq's (2021) research paper aimed to synthesize and analyze existing knowledge to evaluate the effect of public space on women's leisure. The study reviewed articles from various journal databases from 2000 to 2020. The results revealed that most rural women were not allowed to engage in leisure activities in public spaces and had limited opportunities to do so within the boundaries of their households. Additionally, the study concluded that rural women had fewer leisure opportunities compared to their counterparts.

Abbott-Chapman and Robertson (2001) reported significant differences in girls' and boys' perceptions of the role of home, place, and identity during leisure. The results show that girls are more inclined to relax indoors and boys are more attracted to relax outdoors. Traditional gender roles identified girls as domestic care workers and societal norms prevented them from making their presence felt in the public space. For girls, their relationships with friends and family were most important, and they did not want to be away from them, while for boys, being away from family or friends was not important.

Codina and Pestana (2019) in their research paper entitled "Time Matters Differently in Leisure Experience for Men and Women: Leisure Dedication and Time Perspective" analyzes the time spent on leisure activities, leisure experience, and time perspectives. The study concluded that women have a more positive leisure experience and time perspectives than men, despite having less leisure time. The study suggests that women enjoy themselves more with less available leisure time and are more positive with regard to time orientations.

Veal (2023), the present paper explores the theoretical work on the concept of everyday life, including the sociology of everyday life, and how it relates to leisure studies. The paper argues that leisure research should consider the interaction between all forms of everyday time-use. This would broaden the scope of leisure research and inform the further development of the study of leisure.

Venkateswaran (2022), the paper analyzes Dalit youth performances of rap, gaana, and street theater to understand the poetics of protest against caste and gender oppression. The performance space becomes a heterotopia for voicing injustice through song. The paper looks at youth rappers, gaana performer, Isaivani's performances, and "The Casteless Collective" to inquire into the reasons for their appeal despite their iconoclasm. The value of affect within performances is examined as well as its effect on audiences.

Auhuber et al. (2019) in their study entitled "Leisure Activities of Healthy Children and Adolescents" aims to give a detailed overview on the leisure behavior of adolescents. A total of 1449 German adolescents aged 10 to 18 years were included in this study. The present study showed that girls, children of lower socio-economic status as well as older children used screenbased media more frequently and that girls, older children and children of lower socio-economic status were less physically active. The study also found that with regard to the interrelationship between leisure activities, higher screen time was significantly associated with lower physical activity and less outdoor time. Physical activity, in contrast, was significantly related to a better social life and more outdoor time. These findings highlight the growing importance of electronic media in the lives of adolescents and their tendency to displace other leisure activities.

Leveresen et al. (2012) conducted the study on "Basic Psychological Need Satisfaction in Leisure Activities and Adolescents' Life Satisfaction" suggests that adolescents' satisfaction of psychological needs for competence, relatedness, and autonomy in their participation in leisure activities has a positive effect on their life satisfaction. The study also provides evidence that competence and relatedness satisfaction fully mediate the association between participation in activities and life satisfaction.

Beniwal (2022) in his study on "Leisure for Working Women: An Indian Scenario" found that leisure is an important aspect of life and quality time spent in leisure activities is positively associated with life satisfaction. Indian women enjoy simple leisure activities but often experience interruptions due to other responsibilities. The study shows that there is a significant relationship between monthly income and type of job, along with the health benefits of leisure such as happiness and life satisfaction for Indian working women.

Jeffrey (2010) in his study suggests that unemployment among educated young men has become a significant problem due to globalization. The study focuses on the experiences and strategies of unemployed young men in the north Indian city of Meerut. These men use the idea of themselves in limbo to create new cultures of masculinity that bridge caste divides. The article argues for an ethnographically sensitive political-economy approach to the study of youth, culture, and neoliberal transformation.

Eroğlu (2017), In his article discusses unemployment among educated young men in Meerut, India. The study shows that many of these men are "just passing time" in run-down government universities. The article argues for an ethnographically sensitive political-economy approach to the study of youth, culture, and neoliberal transformation, one attuned to both the durability of social inequalities and counterintuitive cultural practice.

3. Theoretical Perspective

In this research paper, I have used Veblen's theory of leisure class and subaltern perspective to study leisure activities among dalit students.

3.1 Theory of leisure class

Thorstein Veblen's leisure class theory is used in this research paper in a number of ways. First, Veblen argued that the leisure class is a social class that is defined by its wealth and its consumption of luxury goods and services. This consumption is not motivated by a need for material goods, but rather by a desire to demonstrate one's social status and to distinguish oneself from the working class. University students, especially those from well-off families, participate in leisure activities that are associated with the leisure class, such as attending expensive parties or sporting events. This can be seen as a way for university students to assert their social status and to show that they are part of the upper class. Second, Veblen argued that the leisure class engages in conspicuous leisure, which is the practice of spending time in activities that are unproductive and wasteful. This can include activities such as gambling, horse racing, and other forms of entertainment. University students also engage in conspicuous leisure as a way to show off their wealth and social status. For example, they may choose to spend time in activities that are not traditionally associated with university students, such as going to the casino or attending a yacht race. This can be seen as a way for university students to flaunt their wealth and to impress their peers. Finally, Veblen argued that the leisure class is characterized by a sense of status anxiety. This is the fear of losing one's social status and of being relegated to the working class. University students, especially those from middle-class families, experience status anxiety, as they are often aware of the competition for jobs and social status. This makes them more likely to participate in leisure activities that are associated with the leisure class, as a way to protect their social status. Thus, Veblen's leisure class theory can be a useful lens for understanding the leisure time activities of university students. It can help us to understand why university students choose to participate in leisure activities that are associated with the leisure class, even if they do not have the same economic resources as upper-class students. It can also help us to understand the role that leisure activities play in the lives of university students, as they can be a way for them to assert their social status and to cope with status anxiety.

3.2 Subaltern perspective

Subaltern theory argues that the experiences of marginalized groups, such as Dalits, are often ignored or silenced by mainstream society. In this perspective, leisure activities can be seen as a way for Dalit students to resist the oppression that they face. For example, Dalit students may participate in leisure activities that are associated with their own culture and community, such as folk music or dance, as a

way to affirm their identity and to challenge the dominant caste system. For example, Dalit students may choose to spend their leisure time participating in folk music or dance performances. This is a way for them to connect with their own culture and community, and to celebrate their identity as Dalits. It is also a way for them to challenge the dominant caste system, which often denigrates Dalit culture and identity. By participating in leisure activities that are associated with their own culture and community, Dalit university students can affirm their identity and resist the oppression that they face. They can also use leisure to build solidarity with other Dalits and to create a space for themselves to express their experiences and perspectives. **Spivak (1988) & Ambedkar (1946)** are two scholars who have written extensively about the subaltern, a term used to describe marginalized and oppressed groups. Their ideas are relevant to the topic of leisure class activities among Dalit students of university in a number of ways. First, both Spivak and Ambedkar argue that the subaltern is often silenced by the dominant power structures. Dalit students in India are often subject to discrimination and prejudice because of their caste background. This can make it difficult for them to speak out about their experiences of discrimination and prejudice, for fear of further marginalization. For example, a Dalit student who is excluded from participating in a certain club or organization because of their caste background may feel silenced and marginalized. They may be reluctant to speak out about their experiences, for fear of further discrimination. This can make it difficult for them to advocate for themselves and to demand access to leisure activities. Second, both Spivak and Ambedkar argue that the subaltern can be a site of resistance. By participating in leisure activities, Dalit students can challenge the dominant caste system and create their own spaces for enjoyment and empowerment. For example, Dalit students may create their own clubs or organizations, or they may participate in alternative leisure activities that are not mainstream. This can help Dalit students to develop a sense of pride and belonging, and it can also help them to build solidarity with other Dalits. This can help them to challenge the dominant caste system and to create a more inclusive campus environment. Thus, the ideas of Spivak and Ambedkar are relevant to the topic of leisure class activities among Dalit students of university in a number of ways. The subaltern is a subject who is marginalized and oppressed by the dominant power structures, often silenced, and can be a site of resistance. By understanding the subaltern, we can better understand the experiences of Dalit students and how they can participate in leisure activities in a way that is empowering and transformative. Thus, Both theories focus on the relationship between leisure and social class. Veblen argued that leisure is a form of conspicuous consumption, in which people use their leisure time to display their wealth and status. The subaltern perspective argues that the leisure activities of marginalized groups, such as Dalits, are often shaped by their social class and by the dominant caste system. Both theories see leisure as a way to assert power and control. Veblen argued that the leisure class uses leisure to assert their superiority over other social classes. The subaltern perspective argues that marginalized groups use leisure to resist the dominant order and to assert their own power and agency. Both theories acknowledge the complexity of leisure. Veblen recognized that leisure is not always a form of conspicuous consumption. He also acknowledged that the leisure activities of different social classes can overlap. The subaltern perspective also acknowledges the complexity of leisure, and it recognizes that marginalized groups can use leisure in a variety of ways, both to conform to and to resist the dominant order.

4. Result and Discussion

Table 1: Distribution of Respondents by Caste and Gender

Caste	Gender		Total
	Male	Female	
General	20 (23.2)	26 (23)	46 (23)
OBC	24 (28)	28 (24.5)	52 (26)
SC	40 (46.5)	60 (52.5)	100 (50)
ST	0 (0)	0 (0)	0 (0)
Other	2 (2.3)	0 (0)	2 (1)
Total	86 (43)	114 (57)	200 (100)

**Source: Primary Data*

*** Parantheses indicates Percentage*

A total of 200 respondents were taken to be the sample of the study. The survey found that the majority of the respondents (50%) belonged to the Dalit caste. This is followed by the General caste (26%) and the OBC caste (26%). There were no respondents from the ST caste and only 2 respondents from the "others" category. The gender distribution of the respondents was also uneven. Of the Dalit respondents, 60 were female and 40 were male. This is a higher proportion of female respondents than in the other caste groups. The General caste had 20 male respondents and 26 female respondents, while the OBC caste had 24 male respondents and 28 female respondents.

Table 2: Distribution of Respondents by Age, Gender and Caste

Age	General		OBC		SC		Other		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
18-22	7 (35)	14 (54)	9 (37)	14 (50)	8 (20)	22 (36.7)	0 (0)	0 (0)	74 (37)
23-27	10 (50)	10 (38)	10 (41.7)	8 (28.6)	20 (50)	31 (51.7)	0 (0)	0 (0)	89 (44.5)
28-32	2 (10)	2 (8)	2 (8.3)	6 (21.4)	12 (30)	4 (6.7)	1 (50)	0 (0)	29 (14.5)
33-37	1 (5)	0 (0)	1 (4.7)	0 (0)	0 (0)	1 (1.7)	1 (50)	0 (0)	4 (2)
38 & above	0 (0)	0 (0)	2 (8.3)	0 (0)	0 (0)	2 (3.2)	0 (0)	0 (0)	4 (2)
Total	20 (10)	26 (13)	24 (12)	28 (14)	40 (20)	60 (30)	2 (1)	0 (0)	200 (100)

*Source: Primary Data

** Parantheses indicates Percentage

The above table shows that the majority of the respondents, 44.5%, belonged to the age category of 23-27. This was followed by 37% who were in the age category of 18-22. Additionally, 29% fell into the age category of 28-32, while 2% each belonged to the age groups of 33-37 and 38& above. It is interesting to note that the majority of the respondents were in the age group of 23-27. This is likely because this age group is often seen as a time of transition and exploration. People in this age group are often finishing their education, starting their careers, and beginning to form their own families. As a result, they may have more free time and be more interested in exploring different leisure activities.

Table 3: Distribution of Respondents by Household Income

Household Income	Dalit	Other Categories	Total
Less than 80 thousand	41 (41)	30 (30)	71 (35.5)
80 thousand- 1.5 Lakh	20 (20)	12 (12)	32 (16)
1.5 Lakh- 2Lakh	15 (15)	19 (19)	34 (17)
Above 2Lakh	24 (24)	39 (39)	63 (31.5)
Total	100 (50)	100 (50)	200 (100)

*Source: Primary Data

** Parantheses indicates Percentage

Majority of the respondents 71 (35.5%) belong to the household income of less than 80 thousand. This group consists of 41 Dalits and 30 from other categories. The second largest group 63 (31.5%) has a

household income of above 2 lakh. This group consists of 24 Dalits and 39 people from other categories. This group consists of 20 Dalits and 12 respondents from other categories. The third largest group 34 (17%) has a household income of 1.5 lakh to 2 lakh. This group consists of 15 Dalits and 19 respondents from other categories. The smallest group 32 (16%) has a household income of 80 thousand to 1.5 lakh. In conclusion, the data shows that the majority of the respondents come from low-income households. There is a significant disparity in the household income between Dalits and respondents from other categories, with Dalits being more likely to come from low-income households.

Table 4: Respondents' Family Background

Family Background	Dalit	Other Categories	Total
Rural	34 (34)	39 (39)	73 (36.5)
Urban	39 (39)	43 (43)	82 (41)
Semi-Urban	27 (27)	18 (18)	45 (22.5)
Total	100 (50)	100 (50)	200 (100)

**Source: Primary Data*

*** Parantheses indicates Percentage*

The table shows the respondents' family background in three areas: rural, urban, and semi-urban. In urban areas, 39 respondents are Dalits and 43 are from other categories, which together constitute 82 (41%). In semi-urban areas, 27 respondents are Dalits and 18 are from other categories, which together constitute 45 (22.5%). In rural areas, 34 respondents are Dalits and 39 are from other categories, which together constitute 73 (36.5%). Overall, the data shows that the percentage of Dalits in urban areas is higher than the percentage of Dalits in rural and semi-urban areas. This is likely due to the fact that there are more opportunities for Dalits in urban areas, such as access to education and employment.

Table 5: Gender Wise Distribution of Respondents on the basis of amount of leisure time per day

Leisure Time	Dalit	Other Categories	Total
1-2 Hours	32 (32)	43 (43)	75 (37.5)
2-3 Hours	31 (31)	23 (23)	54 (27.5)
3-4 Hours	19 (19)	16 (16)	35 (17)
4-5 Hours	8 (8)	10 (10)	18 (9)
5-6 Hours	10 (10)	8 (8)	18 (9)
Total	100 (50)	100 (50)	200 (100)

**Source: Primary Data*

*** Parantheses indicates Percentage*

A survey of 200 respondents was conducted to understand the time spent on leisure activities. The majority of the respondents (37.5%) spent 1-2 hours in leisure activities, followed by 27.5% who spent 2-3 hours, 17% who spent 3-4 hours, and 18% each who spent 4-5 hours or 5-6 hours. There was no significant difference in the time spent on leisure activities between Dalit respondents (who made up 50% of the sample) and other respondents. However, it is worth noting that the number of Dalit respondents who spent 5-6 hours in leisure activities was equal to the number of other respondents who did the same. The data suggests that most people in this survey spent a moderate amount of time on leisure activities.

There was no significant difference in the time spent on leisure activities between Dalit respondents and other respondents.

**Table 6: Distribution of Respondents by what do they understand by
Leisure time in order of importance?**

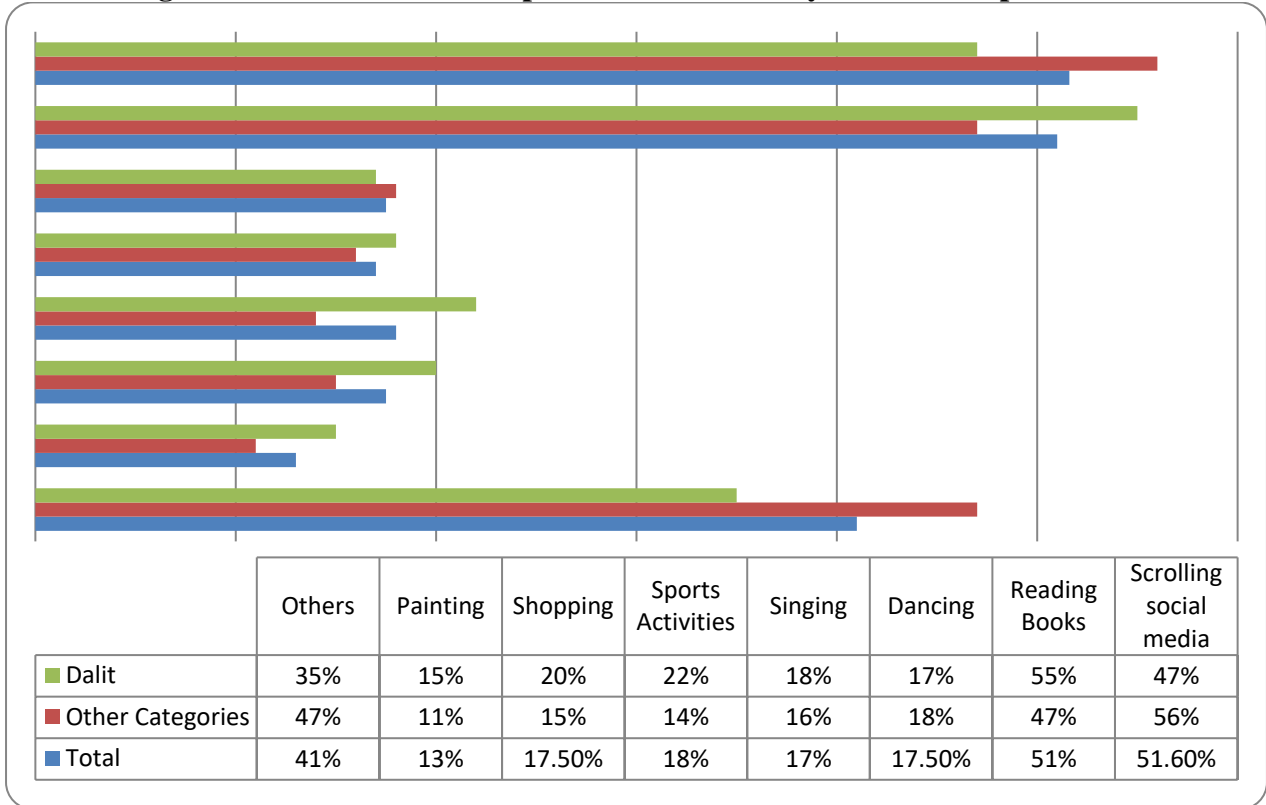
Understand by Leisure Activities	Dalit	Other Categories	Total
Resting	8 (8)	10 (10)	18 (9)
Entertainment	18 (18)	25 (25)	43 (22.5)
Providing Personal Development	29 (29)	28 (28)	57 (28.5)
Getting new experience	24 (24)	9 (9)	33 (16.5)
Increasing productivity & creativity	21 (21)	28 (28)	49 (24.5)
Total	100 (50)	100 (50)	200 (100)

*Source: Primary Data

** Parantheses indicates Percentage

The above table revealed that majority of the respondents believe that 57 (28.5%) leisure activities provide personal development, where 29 are dalits and 28 are from other category, followed by 49 (24.5%) where 21 are dalits and 28 are from other category. believed leisure activities were to increase productivity and creativity, 43 (22.5%) where 18 were Dalits and 25 belonged to the other category believed leisure activities were entertainment, 33 (16.5%) where 24 were Dalits and 9 belonged to other category, they believed that leisure activities meant to gain new experience, 18 (9%) where 8 were Dalits and 10 belonged to other category, they believed that leisure activities meant to Rest or relax. Here other category includes General and OBC. The findings of this survey suggest that people have a variety of understandings of leisure time. However, the most common understanding is that free time is a way to improve yourself and your productivity. This shows that people value leisure time as a way to relax and relieve stress, as well as a way to learn and grow.

Figure 1: Distribution of Respondents of what they do in their Spare time?



*Source: Primary Data

** Parantheses indicates Percent

It is important to find leisure activities that are enjoyable and that fit into one's lifestyle. A survey of 200 respondents was conducted to understand what they do in their spare time. The above figure revealed that the majority of the respondents spend their leisure time in Scrolling social media (51.60%), followed by Reading books (51%), Other activities (41%), Sports activities (18%), Shopping (17.50%), Dancing (17.50%), Singing (17%), and Painting (13%). The results suggest that people enjoy a variety of leisure activities, but that the most popular activities are those that are relaxing and enjoyable. Scrolling social media is a popular activity because it is a way to stay connected with friends and family, as well as to learn about current events. Reading books is another popular activity because it is a way to relax and escape from the stresses of everyday life. Other activities, such as spending time with family and friends, going for walks/hikes, or playing video games, are also popular because they can provide social interaction and relaxation.

Table 8: Distribution of Respondents of what they hate to do in their Spare time?

Hate to do	Dalit	Other Categories	Total
Shopping	6 (6)	7 (7)	13 (6.5)
Cleaning	6 (6)	14 (14)	20 (10)
Daily Physical Exercise	15 (15)	8 (8)	23 (11.5)
Watching Games	28 (28)	31 (31)	59 (29.5)
Others	45 (45)	40 (40)	85 (42.5)
Total	100 (50)	100 (50)	200 (100)

*Source: Primary Data

** Parantheses indicates Percentage

The results revealed that the majority of respondents (42.5%) marked "other" as their response. This suggests that there are many different things that people hate to do in their spare time, and that these activities vary from person to person. The next most common response was "watching games," with 29.5% of respondents selecting this option. This suggests that many people find watching games to be boring or unproductive. Other common responses included "doing daily physical exercise" (11.5%), "cleaning" (10%), and "shopping" (6.5%). Overall, the results of this survey suggest that there are many different things that people hate to do in their spare time. These activities vary from person to person and can be influenced by a number of factors. It is important to be aware of these factors when planning leisure activities for yourself or others.

Table 9 : How Respondents feel after performing leisure activities?

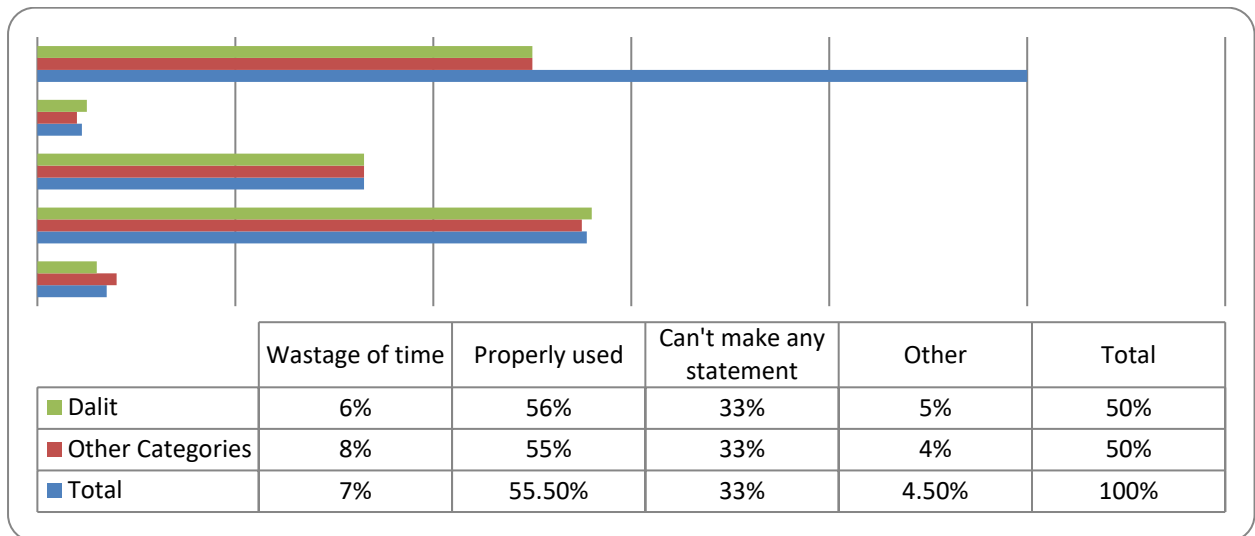
Feeling	Dalit	Other Categories	Total
Motivated & Happy	23 (23)	11 (11)	34 (17)
Increase of Self Confidence	18 (18)	9 (9)	27 (13.5)
Self Loving	8 (8)	8 (8)	16 (8)
Relaxing & feeling of Satisfaction	43 (43)	63 (63)	106 (53)
Feeling Healthy	3 (3)	3 (3)	6 (3)
Other	5 (5)	6 (6)	11 (5.5)
	100 (50)	100 (50)	200 (100)

**Source: Primary Data*

*** Parantheses indicates Percentage*

A survey of 200 respondents was conducted to understand how they feel after performing leisure activities. The results revealed that the most common feeling was relaxation and satisfaction, with 106 (53%) of respondents reporting this feeling. Of these, 43 were from the Dalit category and 63 were from the other category (which includes General and OBC). Other common feelings included motivation and happiness (34 respondents, 17%), increased self-confidence (27 respondents, 13.5%), and feeling healthy (3 respondents, 1.5%). Of the respondents who felt motivated and happy, 23 were from the Dalit category and 11 were from the other category. Of the respondents who felt an increase in self-confidence, 18 were from the Dalit category and 9 were from the other category. The findings of this survey suggest that leisure activities can have a positive impact on mental and emotional well-being. They can help to reduce stress, improve mood, and boost self-confidence. Additionally, leisure activities can provide a sense of relaxation and satisfaction, which can be beneficial for overall health and well-being.

Figure 2: How respondents take their leisure time activities as?



**Source: Primary Data*

*** Parantheses indicates Percentage*

The above table shows how respondents take their leisure time activities. The results show that 55.5% believe that they use their leisure time properly, followed by 33% who responded as can't make any statement and 7% who believe that they waste their leisure time. The data suggests that the majority of respondents are satisfied with how they use their leisure time. However, it is important to note that a significant number of respondents are unsure or believe that they are wasting their leisure time.

5. Conclusion

The data analysis revealed that the majority of the respondents were Dalits (50%). This is an important finding, as it suggests that leisure activities may play a different role for Dalit students than for other students. For example, leisure activities may be a way for Dalit students to relax and escape from the discrimination they face in their everyday lives. The data also revealed that the majority of the respondents were in the age group of 23-27. This is a time when many students are transitioning to adulthood and are facing new challenges, such as academic pressure, financial stress, and relationship problems. Leisure activities can provide a much-needed outlet for these students to relax and de-stress. The data also showed that most of the respondents believed that leisure activities provide personal development (28.5%). This suggests that students are aware of the benefits of leisure activities and are using them to improve themselves. However, it is important to note that the most popular leisure activities were scrolling social media (51.6%), reading books (51%), and other activities (41%). These activities are not necessarily the most beneficial for personal development. For example, scrolling social media can be a passive activity that does not require much thought or effort. Reading books can be a more active activity, but it is important to choose books that are challenging and thought-provoking. Other activities, such as spending time with family and friends, going for walks/hikes, or playing video games, can be more beneficial for personal development, as they can provide social interaction, physical activity, and challenge. The data also showed that the majority of the respondents were satisfied with how they use their leisure time (55.5%). This is a positive finding, as it suggests that students are generally finding ways to use their leisure time in a way that is enjoyable and beneficial for them. However, it is important to note that a significant number of respondents were unsure or believed that they were wasting their leisure time. This suggests that there is still a need for more education and awareness about the importance of leisure activities and how to use them effectively.

Overall, the data analysis revealed that leisure activities are important for university students, but it is important to find leisure activities that are enjoyable and that fit into one's lifestyle. The study also found that a significant number of respondents are unsure or believe that they are wasting their leisure time.

This suggests that there is a need for more education and awareness about the importance of leisure activities and how to use them effectively.

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